

670-340 Romanticism, Feminism, Revolution

Credit Points:	12.500
Level:	Undergraduate
Dates & Locations:	This subject is not offered in 2008.
Time Commitment:	Contact Hours: A 1.5-hour lecture and a 1-hour tutorial per week Total Time Commitment: Not available
Prerequisites:	Usually 12.5 points of first-year English
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Peter Otto
Subject Overview:	<p>This subject maps the intertwined (and sometimes antagonistic) trajectories of Romanticism and early Feminism, as they emerge in Britain in the wake of the American and French Revolutions. Drawing on prose, poetry and drama from this period (including texts by Byron, Blake, Godwin, Hays, Radcliffe, Robinson, Mary Shelley, P. B. Shelley and Wordsworth), it studies the construction of modern notions of literature, culture, sexuality, emancipation and revolution. In so doing, the subject brings into dialogue late eighteenth- and early nineteenth-century philosophies of imagination and reason, accounts of the artist as Satan/Prometheus and Sappho, and myths of the lover as Don Juan and femme fatale. Students completing this subject should have a firm understanding of the literary, philosophical and cultural foundations of Romanticism and early Feminism, movements that have played key roles in the construction of the modern world.</p>
Assessment:	An essay of 1500 words 40% (due mid-semester) and an essay of 2500 words 60% (due at the end of the semester).
Prescribed Texts:	<p>Prescribed Texts: Romanticism: An Anthology (Duncan Wu (ed)), Blackwell 2nd edition Romance of the Forest (Ann Radcliffe), Oxford Worlds Classics Vindication of the Rights of Woman (Mary Wollstonecraft), Penguin Things as they are: or The Adventures of Caleb Williams (William Godwin), Oxford Worlds Classics Memoirs of Emma Courtney (Mary Hays), Oxford Worlds Classics Sappho and Phaon (Mary Robinson), Broadview Press The Last Man (Mary Shelley), Oxford Worlds Classics Wuthering Heights (Emily Bronte), Oxford Worlds Classics</p>
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p># acquire skills in research through competent use of library, and other (including online) information sources; through the successful definition of areas of inquiry and methods of research;</p>

- # acquire skills in critical thinking and analysis through use of recommended reading, essay writing and tutorial discussion; through the questioning of accepted wisdom and the ability to shape and strengthen persuasive judgments and arguments; through attention to detail in reading material; and through openness to new ideas and the development of critical self-awareness;
- # acquire skills in creative thinking through essay writing and tutorial discussion; through the innovative conceptualizing of problems and an appreciation of the role of creativity in critical analysis;
- # acquire skills in social, ethical and cultural understanding through use of recommended reading, essay writing and tutorial discussion; through the social contextualisation of arguments and judgments; through adaptations of knowledge to new situations and openness to new ideas; through the development of critical self-awareness in relation to an understanding of other cultures and practices;